

# Aphasia

## Audiology and Speech-Language Pathology 676

### Winter 2006

Instructor: Shawn Nissen  
Class Hours: 8:00-9:15 TTH  
Location: 125 TLRB

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#### Course Description and Objectives:

This course is designed to be a specialized study of the theoretical basis, prevention, clinical assessment, prognosis, and rehabilitation of aphasia. In addition, associated communication disorders such as right hemisphere deficits, dementia, apraxia, and various agnosias will also be discussed in this course. In addition, this course will address the appropriate assessment and treatment methodology for culturally and linguistically diverse (CLD) populations. Students will obtain knowledge in the course topics through text, lecture, a variety of multi-media sources, and class assignments.

Students must demonstrate a competent knowledge of each of the following course goals to receive credit for this course. A student's level of competency will be measured through both formative (F) and summative (S) evaluations. If a student fails to meet the 75% competency criterion for a specific course goal, the instructor may require the successful completion of remedial readings, assignments, or examination questions. By satisfactorily completing the formative and summative evaluations of this course, the student will make progress toward ASHA's 2006 standards for the Certificate of Clinical Competence in Speech-Language Pathology. A student's progress toward these standards will be communicated to the student through objective scoring, a mid-semester interview with the instructor, and written feedback from the instructor and student peers.

By satisfactorily completing the formative and summative evaluations of this course, the student will make progress toward ASHA's 2006 standards for the Certificate of Clinical Competence in Speech-Language Pathology. These standards are also closely aligned with the conceptual framework (CF) of the David O McKay College of education, which aims to (1) embrace and apply the moral dimensions of teaching, (2) demonstrate academic excellence, (3) engage in meaningful collaboration, and (4) act with social competence.

#### CAA Standards addressed in this course are as follows:

**Standard III-B:** The applicant must demonstrate knowledge of the nature of basic human communication and swallowing process, including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases

**Standard III-C:** The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

**Standard III-D:** The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

**Standard III-E:** The applicant must demonstrate knowledge of standards of ethical conduct.

**Standard III-F:** The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

**Standard III-G:** The applicant must demonstrate knowledge of contemporary professional issues.

**Standard IV-A:** The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-G.

**Standard IV-B:** The applicant must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

**Goal #1 Students will demonstrate competent knowledge of the classification, etiologies, and symptomatology of aphasia and related acquired language disorders.**

<b>Specific Objectives</b>	<b>Method of Evaluation</b>	<b>Feedback Mechanism</b>	<b>CAA Standard</b>	<b>College CF</b>
Students will gain a knowledge of: <ul style="list-style-type: none"> <li>◆ early historical perspectives on aphasia</li> <li>◆ various definitions of aphasia</li> <li>◆ issues and types of aphasia classification</li> <li>◆ etiology and symptomatology of nonfluent aphasias</li> <li>◆ etiology and symptomatology of fluent aphasias</li> <li>◆ etiology and symptomatology of atypical aphasias and various agnosias</li> <li>◆ etiology and symptomatology of right hemisphere disorders</li> </ul>	<ul style="list-style-type: none"> <li>◆ Midterm (F)</li> <li>◆ Website review (F)</li> <li>◆ Research article critique (F)</li> <li>◆ Final (S)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Objective scores</li> <li>◆ Mid-semester interview</li> </ul>	III-C IV-A IV-B	CF-2

**Goal #2 Students will demonstrate competent knowledge of the prevention of aphasia and related acquired language disorders.**

<b>Specific Objectives</b>	<b>Method of Evaluation</b>	<b>Feedback Mechanism</b>	<b>CAA Standard</b>	<b>College CF</b>
Students will gain a knowledge of: <ul style="list-style-type: none"> <li>◆ the prevalence and incidence of aphasia.</li> <li>◆ the risk factors for stroke, TBI, and other possible causes of aphasia.</li> <li>◆ contemporary research and lifestyle strategies that facilitate neurological health.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Midterm (F)</li> <li>◆ Website review (F)</li> <li>◆ Research article critique (F)</li> <li>◆ Final (S)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Objective scores</li> <li>◆ Mid-semester interview</li> </ul>	III-D III-F IV-B	CF-2

**Goal #3 Students will demonstrate competent knowledge concerning the appropriate selection, administration, and interpretation of a variety of assessment techniques and measurement tools.**

<b>Specific Objectives</b>	<b>Method of Evaluation</b>	<b>Feedback Mechanism</b>	<b>CAA Standard</b>	<b>College CF</b>
Students will gain a knowledge of: <ul style="list-style-type: none"> <li>◆ basic principles of formal and informal assessment.</li> <li>◆ the most frequently assessed behaviors.</li> <li>◆ the strengths and weaknesses of common scoring systems.</li> <li>◆ standardized tests in the assessment of aphasia.</li> <li>◆ assessment of functional communication.</li> <li>◆ activities used in assessment.</li> <li>◆ aphasia assessment across varied clinical settings.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Assessment project (F)</li> <li>◆ Final (S)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Objective scores</li> <li>◆ Written instructor comments</li> <li>◆ Peer evaluations</li> </ul>	III-D III-E III-F III-G IV-B	CF-1 CF-2 CF-3

**Goal #4 Students will demonstrate competent knowledge of the theoretical basis, methodology, and efficacy measures of a variety of treatment protocols designed to address the functional limitations of aphasia and related communication disorders.**

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard	College CF
Students will gain a knowledge of: <ul style="list-style-type: none"> <li>◆ basic principles of the treatment of individuals with aphasia.</li> <li>◆ variables that affect treatment outcome.</li> <li>◆ appropriate treatment methodology across varied clinical settings.</li> <li>◆ functional treatment methods for deficits in auditory comprehension, verbal expression, reading, writing, and pragmatics.</li> <li>◆ techniques for effective documentation.</li> <li>◆ ethical care for individuals with aphasia.</li> <li>◆ functional treatment outcome measures.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Peer teaching experience (F)</li> <li>◆ Final (S)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Objective scores</li> <li>◆ Written instructor comments</li> <li>◆ Peer evaluations</li> </ul>	III-D III-E III-F III-G IV-B	CF-1 CF-2 CF-3 CF-4

**Goal #5 Students will demonstrate competent knowledge of the appropriate assessment and treatment methodology for culturally and linguistically diverse (CLD) populations.**

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard	College CF
Students will gain a knowledge of: <ul style="list-style-type: none"> <li>◆ procedures for least biased/alternative assessment/intervention for CLD populations</li> <li>◆ sociocultural factors that may affect services to members of CLD populations</li> <li>◆ professional and public policies relevant to the delivery of services to CLD populations</li> </ul>	<ul style="list-style-type: none"> <li>◆ Midterm (F)</li> <li>◆ Website review (F)</li> <li>◆ Research article critique (F)</li> <li>◆ Final (S)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Objective scores</li> <li>◆ Mid-semester interview</li> </ul>	III-C III-D III-E III-G	CF-1 CF-2 CF-3

**Course Requirements:**

Students are required to read any assigned chapters and or research articles prior to lecture. During lecture, class participation and questions regarding the topic material are strongly recommended. Each student's preparation for lecture will be graded at the end of the semester. An evaluation (grades) of how well a student comprehends reading and lecture material will be based upon a midterm and final examination. The final will be comprehensive in nature, measuring a student's knowledge of concepts presented throughout the semester. There will be no makeup or late exams given without a valid excuse. Any unexcused missed exams will not contribute points toward your final grade.

In addition, students will be required to complete a course portfolio. This portfolio will contain the following elements: 1) a short review of a research article in the area of aphasia assessment or treatment, 2) an assessment project to be completed by student groups, 3) a written critique of several of the leading websites on aphasia and related disorders, and 4) a peer teaching workshop presented to the class on a specific treatment program. A detailed explanation of each element of the portfolio will be discussed during lecture. Any late assignments will receive a 10% per day reduction in credit.

**Grading:**

An evaluation of each student's progress toward the course goals will be communicated to the student through objective scoring, a mid-semester interview with the instructor, and written feedback from the instructor and student peers. A final course grade will be assigned on a straight scale and will be computed according to the following breakdown:

Reading/class preparation	25 points
Portfolio	
Website Review	10 points
Research Article Review	15 points
Assessment Project	25 points
Treatment Presentation	25 points
Midterm Exam:	100 points
Final Exam:	<u>125 points</u>
Total	(325/3.25)

After dividing the total number of points by 3.25, a final grade will be assigned according to the following scale: 94-100 A, 90-93 A-, 87-89 B+, 84-86 B, 80-83 B-, 77-79 C+, 74-76 C, ect... Final grade points containing decimals will be rounded to the closest integer. However, as was stated in the objective section of the syllabus, a student must meet the 75% competency criterion for each course goal or complete remedial requirements (readings, assignments, examination questions) to the instructor's approval to receive credit for this course.

**Required Texts:**

Chapey, R.A. (2001). *Language intervention strategies in adult aphasia, Fourth edition*. Baltimore: Williams & Wilkins.  
LaPointe, L. L. (2005). *Aphasia and related neurogenic language disorders, Third edition*. New York: Thieme.

**Additional Resources:**

Avent, J. R. (1997). Manual of cooperative group treatment for aphasia. Boston: Butterworth-Heinemann.

Benson, D.F., & Ardila, A. (1996). Aphasia: A Clinical Perspective. New York: Oxford University Press, Inc.

Beukelman, D., Yorkston, K., & Reichle, J. (2000). Augmentative and Alternative Communication for Adults with Acquired Neurologic Disorders. Baltimore: Brookes.

Collins, M. (1986). Diagnosis and Treatment of Global Aphasia. San Diego: College-Hill Press.

Davis, G.A. (2000). Aphasiology: Disorders and Clinical Practice. Boston: Allyn and Bacon.

Golper, L. A. (1992). Sourcebook for Medical Speech Pathology. San Diego: Singular.

Hegde, M.N. (1998). A Coursebook on Aphasia and Other Neurogenic Language Disorders. San Diego: Singular Publishing Group.

Helm-Estabrooks, N., & Albert, M. (1991). Manual of Aphasia Therapy. Austin:Pro-ed.

Helm-Estabrooks, N., & Holland, A. (1998). Approaches to the Treatment of Aphasia. San Diego: Singular Publishing Group, Inc.

Johnson, A. F., & Jacobson, B. H. (1998). Medical speech-language Pathology: A Practitioner's Guide. New York: Thieme.

Kent, R. (1994). Reference Manual for Communicative Sciences and Disorders. Austin, TX: Pro-Ed.

Kuehn, D., Lemme, M., & Baumgartner, J. (1989). Neural Bases of Speech, Hearing, and Language. Boston: Little, Brown, & Co.

Lyon, J.G. (1998). Coping with Aphasia. San Diego: Singular Publishing Group, Inc.

- Marshall, R.C. (1999). Introduction to Group Treatment for Aphasia: Design and Management. Boston: Butterworth-Heinemann.
- Miller, R., & Groher, M. (1990). Medical Speech Pathology. Rockville, MD: Aspen Publishers.
- Parr, S., Byng, S., & Gilpin, S. (1997). Talking about aphasia. Philadelphia: Open university press.
- Payne, J.C. (1997). Adult Neurogenic Language disorders: Assessment and Treatment. San Diego, singular Publishing Group, Inc.
- Pound, C., Parr, S., Lindsay, J., & Woolf, C. (2000). Beyond aphasia: Therapies for Living with Communication Disability. Bicester, Oxon, United Kingdom: Winslow Press LTD.
- Prescott, T.E. (1989). Clinical Aphasiology: Volume 18. Boston: College-Hill Press.
- Purnell, L, & Paulanka, B. (1997). Transcultural Healthcare: A Culturally Competent approach. Neward, DE: F. A. Davis.
- Sarno, M.T. (1991). Acquired Aphasia. San Diego: Academic Press, Inc.
- Tanner, D.C. (1999). The Family Guide to Surviving Stroke and Communication Disorders. Boston: Allyn and Bacon.
- Wallace, G.L. (1996). Adult Aphasia Rehabilitation. Boston: Butterworth-Heinemann.
- Wulf, H.H. (1973). Aphasia, my world alone. Detroit: Wayne State University Press.

### **Preventing Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

### **Students With Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895. D-382 ASB.

### **Academic Misconduct**

Academic misconduct is a serious matter and should be avoided. Details about what constitutes a violation of the Honor Code, Academic Honesty Policy, Academic Misconduct, and Plagiarism can be found in the Course Catalog. Any instance of academic misconduct will result in a failing grade in this course.

### **Disclaimer**

Sometimes I receive questions in class regarding personal medical situations or conditions. I am not a physician (nor do I play one on TV), thus I must decline to answer or comment about these types of enquiries. Any specific questions of a personal nature should be directed toward your physician. All information presented in class is presented for general informational purposes only, and does not represent medical advice in any way.

## Estimated Course Outline

Week	Date	Topic	*Readings
1	1/10 & 1/12	Introduction to Aphasia	LaPointe Chapter 1
2	1/17 & 1/19	Classification/Definition	LaPointe Chapter 8
3	1/24 & 1/26	Non-fluent Aphasias	LaPointe Chapter 12
4	1/31 & 2/2	Non-fluent Aphasias	LaPointe Chapter 11
5	2/7 & 2/9	Fluent Aphasias	LaPointe Chapter 9
6	2/14 & 2/16	Fluent Aphasias	LaPointe Chapter 10
7	2/23	Associated Disorders	LaPointe Chapter 7
8	2/28 & 3/2	RHD	LaPointe Chapter 14
9	3/7 & 3/9	Assessment	Chapey p. 68 - 104
10	3/14 & 3/16	Assessment for LCD populations	Chapey p. 208 - 221
11	3/21 & 3/23	Treatment	LaPointe Chapter 3
12	3/28 & 3/30	Treatment for LCD populations	Chapey p. 221 - 224
13	4/4 & 4/6	Treatment	Student Assignment
14	4/11 & 4/13	Treatment	Student Assignment
15	4/18	Course Review	

\* Reading schedule may be altered to adhere to lecture progress

### Important Course Dates

<b>Article Review:</b>	<b>Jan 31</b>
<b>Website Review:</b>	<b>Feb 23</b>
<b>Midterm Exam:</b>	<b>March 2</b>
<b>Assessment Project:</b>	<b>March 21</b>
<b>Treatment Presentations:</b>	<b>April 6, 11, 13</b>
<b>Final Exam:</b>	<b>April 21 - 26</b>